

LOIS A. BADER

Executive Director of the Capital Area Literacy Coalition
Professor Emeritus, Michigan State University

EDUCATION: Ph.D. University of Maryland, M.A. Kean University,
B.S. California State College

Michigan State University: Professor, 1970--2005 (now on a year to year contract)

Capital Area Literacy Coalition: Executive Director, (volunteer) 1987 to present

SELECTED EXPERIENCES:

- Created Literacy Programs for the:

U.S. Marine Corps -- Asia	U.S. Army - Europe
Basic Literacy and Communication	Vocational and Workplace Literacy
- Developed grassroots literacy programs in Liberia and the Philippines
- Instructor, consultant, and speaker on: Literacy, English as a Second Language, Curriculum Development Learning Disabilities
- in K-12 schools across Michigan, the United States and:

Japan	Germany	Thailand
Korea	Liberia	Switzerland
Okinawa	Egypt	Malaysia
Philippine Islands	Taiwan	Hong Kong
Honduras	Singapore	Australia
- Some Keynote Speeches:
 - On Literacy Leadership: International Reading Association
 - On Dyslexia: International Conference in Geneva, Switzerland

LEADERSHIP IN PROFESSIONAL ASSOCIATIONS:

President, Association of Literacy Educators and Researchers (Divisions include Adult Literacy, Clinical Reading, Teacher Education, College Reading)

President, Professors of Reading Teacher Educators, International Reading Association

Editor, Literacy Research and Instruction

Associate Editor, Journal of Clinical Reading, Research and Practice and Editorial Boards: Journal of Reading; The Learner in the Process; The Reading Professor.

President, Research Chair, Board of Directors Phi Delta Kappa

International, Reading Association, NCATE Committee

PUBLICATIONS:

Bader Reading and Language Inventory, Merrill , Prentice-Hall , 7th edition, 2013

Read to Succeed, Merrill, Prentice-Hall

Professional Standards for Reading Clinics and Preparation of Reading Specialists, The College Reading Association

Comprehensive Elementary Reading, McGraw-Hill

Reading Diagnosis and Remediation in Classroom and Clinic, MacMillan

Individualized Reading and Writing Centers, Spring Publishing Co.

SELECTED AWARDS:

- Professor of the Year, Michigan, CASE, Carnegie Award
- Scholarship, Research Award, College Reading Association
- Pauline and Walter Adams Award, Michigan State University
- Distinguished Faculty Award, Michigan Association of Governing Boards
- University of Pennsylvania, Jackman Award of Distinction
- Michigan State University, Presidential Award
- Michigan Women's Hall of Fame



Our Mission:

The Capital Area Literacy Coalition helps children and adults learn to read, write and speak English with an ultimate goal of helping individuals achieve self-sufficiency. We achieve this through direct services and by enhancing literacy efforts of community organizations in the Capital Area and throughout the state of Michigan.

In Clinton, Eaton, and Ingham Counties over 80,000 adults are functionally illiterate.

We Provide: Tutors with the training and support to achieve students' literacy goals. Students receive free, one-to-one or small group instruction. Our Executive Director, an MSU professor, is an internationally known authority on literacy and learning. Thus students can receive a high level of service regardless of any learning disability they may have. Our award winning programs have been published and disseminated widely. Community volunteers generously donate their time. We have over 75 tutoring locations. Our Learning Centers include books, tapes, videos and computer programs for adults and children. Diagnostic testing and vision screening are free. **We help:** children struggling in school, migrant families, refugees learning English and adults trying to get a better job and improve their families' lives.

Read to Succeed

Reading, writing & math instruction for children in area schools

Family School Partnership

Trains teens to tutor younger children under supervision in public housing:
includes career development and mentoring for teens

Family Literacy & Literature

Growing Readers, Prime Time and special workshops for parents/guardians to help them send their children to school ready to learn

Adult Tutoring

Free, confidential, one-to-one help that is individualized to meet each person's goals: reading, writing, math, English as a Second Language, Citizenship and GED Preparation.

Children's Books

Over 35,000 books per year are collected and given to children in need.

Roving Readers

Read aloud programs for children and the elderly

Homework Partners

Homework help and mentoring for at-risk middle and high school students

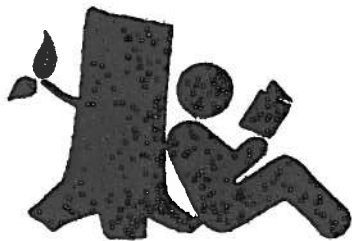
We are a non-profit agency (Section 501 (c) (3)). We solicit funding from sources including, but not limited to: Capital Area United Way, federal, state and local grants, foundations, businesses and individuals. We are audited regularly by a Certified Public Accountant.

Capital Area Literacy Coalition

1028 E. Saginaw, Lansing, MI 48906-5518

(517) 485-4949 • Fax (517) 485-1924

e-mail: mail@thereadingpeople.org • website: www.thereadingpeople.org



the
reading
people

January 7, 2015

Capital Area Literacy Coalition

Interim Report on Children's Programs

Introduction: Support from the capital area community enables the Capital Area Literacy Coalition to meet the educational needs of many children and teens. Our focus is on stimulating and supporting youth in poverty to achieve their potential. Most of our children and teens live in low-income neighborhoods. We provide regularly scheduled activities, books, reading and writing instruction and mentoring year around to extend children's horizons and enrich their lives.

Our regular children's programs include: **Read to Succeed** (one on one instruction); **Family School Partnership Star** (enrichment for children in public supported housing centers and teen college and career preparation); **Children's Books** (collection and distribution of free books in new or very good condition). All of CALC's services are free.

The Read to Succeed program is successful because one on one tutoring is especially effective when tutors are professionally trained and supervised. In Fall Semester we held 8 workshops for part I of the training; 8 workshops for part 2 of the training and 9 site orientation sessions. We held 36 sessions with DVDs for tutors. There were 134 students, each with a one on one tutor. Our Read to Succeed Coordinators in fall were Patricia Williams M.A., Sheila Dunnigan, M. A. and Sharon Mathews, M.A. These three professionals have exceptional academic and experiential backgrounds in literacy, learning disabilities and special education.

Children in the Read to Succeed program were tutored at the Capital District Library, Riddle Elementary, Kendon Elementary, Pinecrest Elementary, Willow Elementary, Cumberland Elementary, Gier Park Elementary and Forest View Elementary. At each location we provide a site supervisor who takes attendance and brings teaching materials and children's books. Each school has a teacher liaison. Our professional specialists closely observe teaching and coach the tutors as needed.

In Fall Semester recruiting and training tutors takes about four weeks so we cannot begin as soon as we would like. Nevertheless, in two months over 90 percent of the children made gains in reading, writing and spelling and 80 children tested in reading on or above grade level. We will continue tutoring children who have not reached grade level in reading this semester.

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Riddle Elementary, ranked at the first percentile, and Willow Elementary, ranked at the third percentile, were schools that were especially challenged. Out of fifteen children five at Willow needed to learn the alphabet, four read at the pre primer level and two read on the primer level. At Riddle seven read on the pre primer level and four read on the primer level although they were in second grade. Javon, an MSU tutor originally from inner city Detroit, was matched with a child with a similar background. The child improved from the first grade level to the third grade level. Javon's moving reflection paper is in the Appendix.

Pat Williams, the Coordinator at Willow and Riddle wrote the following report giving insights into the children's needs:

"One of our students didn't know how to smile. He came to tutoring very sad and it took three fourths of the semester for him to get comfortable with his tutor - but he did. He comes from a single parent home and mom works. She has to count on family members to pick this boy up and that has been erratic. He has been left at the school until 5 pm with the school calling trying to find someone to pick him up. The school secretary now takes him home if a family member can't.

"Another student comes from a single parent home. His mother works. He often misses school or is late because he has to get himself off to school. He also walks home from Succeed because his mother is still at work but now the school secretary or our liaison takes him home so he doesn't walk in the cold. He has a hard time concentrating and is always moving. He loves Succeed and the attention he receives from his tutor.

"We have a student with many medical needs. He has 1 kidney, skin issues, and asthma. He is living with his grandparents because his father abused him. This boy misses a lot of school due to his medical issues.

"A little girl often cries at tutoring and has a hard time paying attention. She tells us she misses her father (he is in and out of jail) and doesn't get a chance to see him much.

"We had a young boy who had to be removed from the school a year ago due to behavior issues. He came back this semester a new boy. He worked well with his tutor and was happy. We found out that he was now in foster care due to abuse from his family. Unfortunately, he was moved to another foster home before the term was over and had to leave Succeed.

"Five of our students have emotional issues that can interfere with learning. A little boy always wants me to call home because he is sure he isn't supposed to stay for tutoring. He is afraid no one will be home when he walks home after tutoring. Three of our boys are in constant motion. They have to stand to work and need to move in order to learn."

Pinecrest Elementary also had challenges. Nine of the fifteen children had English as a Second Language. This is an East Lansing School that accepts "schools of choice" children from Lansing. Four did not know the alphabet.

The Capital Area District Library in Lansing had twenty-four students ranging in age from six to seventeen who were from Lansing and near by communities. The seventeen-year-old boy from Somalia attends Eastern High School. His oral communication in English is fairly good, but he reads on the primer level. The Succeed Coordinator, Sheila Dunnigan, stayed late after the regular library sessions to give him additional tutoring.

Gier Park: Second grade children in Gier did so well last year that the principal asked that they continue in the program. At the end of Fall semester eight out of fourteen children scored above grade level and five scored on grade level. Ten children were on grade level at the end of the semester.

Kendon Elementary: All of the fourteen Kendon children were in second and third grade, but ten of fourteen children were pre tested on the pre primer or primer level. Seven post tested on or above grade level at the end of the semester. Two children in third grade, Marianna and Savannah tested on the fifth grade level.

Cumberland Elementary: Although Cumberland had the highest percentile ranking, they, like the other schools we served, had children in poverty who were struggling. Eight of their fourteen-second and third grade children tested on the pre primer or primer level. Nine children were on or above grade level at the end of the semester.

Forest View Elementary: Ten of fourteen children ended the Fall semester reading above grade level. Cameron, in third grade, tested on the sixth grade level. (CALC has served Forest View for several years. The reading specialist at Forest View was an intern in the Read to Succeed program when she was an undergraduate.)

Tutors, Interns and Volunteers:

Cooley Law School and Michigan State Law College students serve in the Read to Succeed program and the Family School Partnership program. We have student interns from James Madison College, Psychology, Social Science and the College of Education. MSU students volunteer and some earn credit. Tutors are from all colleges and include community volunteers.

Representative tutor reflection papers are in the Appendix, but two papers stand out. In contrast to Javon's paper reflecting his inner city Detroit background, Matt M., from an affluent Chicago area, wrote a very strong paper about the terrible injustice of having unequal opportunity for children. While MSU tutors are not CALC's major focus group, we do see the importance of their learning about the needs of disadvantaged children.

Children in Poverty: The Appendix contains the "The Succeed Participant Statistics Fall 2014." The extreme poverty is clear. Many of the very poor households have single parents. There were thirty-nine households with incomes below \$10,000 and 35 with incomes below \$20,000.

Children's Book Drop: CALC typically collects, sorts and distributes 35,000 children's books every year. The books we give to children are in like-new or new condition. Boy and Girl Scout troops, schools in wealthy districts, the Administrative Professional Association at MSU and other organizations conduct book drives for us.

Unexpectedly, this Fall we had a very large donation of beautiful new children's books from publishing companies in New York. This has enabled us to provide more books for other organizations and schools. We still need to purchase primer, pre primer and first grade level books as few of these are donated.

Appendix

SUCCEED PARTICIPANT STATISTICS

TUTOR REFLECTION PAPERS (SAMPLE)

TEST DATA SHEET (SAMPLE)

Succeed Participant Statistics Fall 2014

Spring 2014		Cumberland	Forest View	Gier Park	Kendon	Library	Pinecrest	Riddle	Willow	Totals	%
Gender										Gender	
Males	8	10	10	7	17	8	14	10		84	62.69%
Females	6	5	6	9	7	8	4	5		50	37.31%
Age										Age	
0-5 years	0	0	0	0	0	1	0	0		1	0.70%
6-18 years	14	15	16	16	24	15	18	15		133	99.25%
City										City	
East Lansing	0	0	0	0	0	13	0	0		13	9.70%
Haslett	0	0	0	0	0	0	0	0		0	0.00%
Lansing	14	15	16	16	24	3	18	15		121	90.30%
County										County	
Clinton	0	0	4	0	0	0	0	0		4	3.00%
Eaton	0	0	0	0	0	0	0	0		0	0.00%
Ingham	14	15	12	16	24	16	18	15		130	97.00%
Ethnicity										Ethnicity	
Asian	0	0	0	1	4	0	0	2		7	5.20%
Black/African American	6	6	1	1	9	3	10	4		40	29.85%
Caucasian	0	3	6	8	5	11	5	2		40	29.85%
Hispanic	4	1	2	4	3	1	3	2		20	14.93%
Native American	0	0	0	0	0	0	0	0		0	0.00%
Multi Racial	4	5	7	2	3	1	0	5		27	20.15%
Head of Household										Head of Household	
Male	1	2	2	5	3	4	4	3		24	15.18%
Female	6	10	9	5	9	4	10	6		59	44.03%
Both	7	3	5	6	12	8	4	6		51	38.06%
Total # in Household										Total # in Household	
2	3	2	1	0	3	1	1	0	1	11	8.20%
3	2	5	2	5	4	1	1	3		23	17.16%
4	4	4	5	5	10	6	5	3		42	31.34%
5	2	1	4	2	4	4	8	3		28	20.90%
6	0	1	3	2	1	4	1	5		17	12.70%
7	1	0	0	0	1	0	2	0		4	2.99%
8	0	0	1	2	1	0	1	0		5	3.73%
9	1	2	0	0	0	0	0	0		3	2.24%
10	1	0	0	0	0	0	0	0		1	0.70%
11	0	0	0	0	0	0	0	0		0	0.00%
12	0	0	0	0	0	0	0	0		0	0.00%
Income										Income	
\$0-\$9,999	6	4	4	3	7	2	8	5		39	29.10%
\$10,000-\$19,999	4	4	6	4	7	2	2	6		35	26.12%
\$20,000-\$29,999	3	4	5	4	4	6	2	3		31	23.13%
\$30,000-\$39,999	0	2	1	2	2	2	3	0		12	8.96%
\$40,000-\$49,999	1	0	0	1	1	0	3	0		6	4.48%
\$50,000+	0	1	0	2	3	4	0	1		11	8.21%

Succeed Participant Statistics Fall 2014
Total # In Household by Income Levels

Total Number of Occupants in Household	Total Households	Household Income						
		<\$10,000	\$10,000 - \$19,999	\$20,000 - \$29,999	\$30,000 - \$39,999	\$40,000 - \$49,999	\$50,000+	
2	11	5	0	4	1	0	1	
3	23	4	11	4	2	0	2	
4	41	11	12	4	4	4	6	
5	28	10	4	8	3	2	1	
6	17	4	2	10	0	0	1	
7	4	1	2	1	0	0	0	
8	6	1	3	2	0	0	0	
9	3	2	1	0	0	0	0	
10	1	0	1	0	0	0	0	
Totals	134							

Read To Succeed

Over the course of the semester I have worked with a student by the name of Lemrenzo Jones. This young man and I have had our ups and our downs and our hard times and great times as we were growing up. He has taught me a lot about patience and being more understanding. With Lemrenzo all it takes is a little time for him to get used to you and if you show him you care he will show the same in return. I couldn't have worked with a better student because we had so much in common. He is growing up in a single parent household where his mom is the primary person and he sometimes has to tend to his younger siblings. I came up the same way, not always having everything I wanted but having the essentials just like him. Also we both grew up in some rough areas and in some hard neighborhoods. We were a perfect match. So I know everything he was experiencing at home and in school and I did my best to make sure I made our time fun and did as much, time learning as I could manage.

I know what I have taken away from this experience, I have met a young man with tons of potential, who needs a little more guidance and a strong figure in his corner. I hope he will become more confident with his reading ability and his ability to figure out harder words. He didn't think he could ever spell, I hope I have given him some tools that he can use down the road and apply them as he gets older. I have developed a genuine love for him and I would love to keep working with him in order to teach him more about life, and teach him a better way to balance his emotions.

Overall he has been an inspiration in my life. I want to work with children in his age group and to help them all become better students, people and better readers, writers and thinkers of the next generation. I hope Lemrenzo comes back to the program because I will too. Also I just want to thank The Read To Succeed for the opportunity to work with so many good tutors and students over the course of the semester.

Matthew I
Read to Succeed
12/4/2014
Credit Student

Final Paper

I grew up in a very wealthy suburban area of Chicago. The parents are all crazy about their kids — to describe it accurately — I would say the moms were all “helicopter moms”. This means their main priority is their children. To be there for them, to comfort them, to do whatever it takes to raise the quality of life for their children. In addition to most of the kids having caring parents, they lived in nice houses. In areas with nice houses, parents pay higher real estate taxes. In return, the schools have more funding. Schools with better funding have way more opportunity to give the children in these areas a better education. In fact, my public high school annually ranks amongst the top 100 in the entire country.

I grew up in this area. I saw this area as the only way of life. I did not know any other way of growing up or what it would look like. This is because I only knew what I have experienced for myself.

This is until I signed up for the Read to Succeed Program. I do not want to be rude in the way I put this; but from what I saw in Gier Park elementary, and the houses and areas around it, I think it is safe to say its socioeconomic status is largely different then the area I grew up in. I know that the schools in this area do not have as much funding for education as mine did, most likely resulting in an education that was not as good as mine. **This is a problem!** This is a whole societal problem! Kids that grow up in an area where the public education is not as good as others, will not have as good of a chance getting into college, which in return results in a lower paying job and ultimately, these kids growing up and having kids be born into the same situation. It is a vicious cycle! That must be solved, not in 50 years, but right now! It is unfair. This was not the only thing that was eye opening, I also came to the realization that I had taken my own public education, that had been given to me, for granted!

The money should be dispersed more equally. Jeremiah, the young child I tutored, should have every opportunity that I had. Anything else is unfair. I thought when I signed up to be his tutor, I would just teach him things, in return, he taught me as well.

I was fortunate to have the opportunity to teach Jeremiah certain things about reading, writing and grammar. I was excited to teach him about what vowels were. At the end of every tutoring session, I would allow five minutes for fun-time, where Jeremiah would usually choose to play hang-man. When we played at first, he did not know what vowels were, and that every word has to contain at least one vowel. So he would lose every time, guessing letters like “q,r,t,v,h” to start off the game. After a few sessions of me teaching him what vowels were, he started to get it. He would start off by guessing “a,e,i,o,u” and all of a sudden he would start to win. Seeing him grow as a student was awesome. I was proud to help someone else out, and he was proud to finally start winning.

Jeremiah is an excellent kid. Unfortunately, I do not think he gets the tender love or attention he deserves at home. This results in him getting angry quickly, because he does not know how to cope with stress well. He uses maladaptive coping strategies to manage his own stress because he probably needs more affection at home, to help learn how to regulate his mood. I do not want to cross the line, or judge anthers family too harshly, because I know we all have our own problems, but I just think Jeremiah needs a hug once in a while, or more often. He needs someone to calm him down and tell him that he is doing great. He needs to know he is worth something, and that it's worthwhile to give it his all in school.

Overall I was blessed to have to ability to join the Read to Succeed program. To my shock I think I learned just as much as Jeremiah did. The only difference is Jeremiah learned about writing, reading and grammar; where as I learned about society. We both gained a lot from the experience and I could not be more satisfied with the work I did!

Thanks for the opportunity!

Devine

TE 494

December 4th, 2014

Read to Succeed Reflection Paper

When I reflect back on my journey in the Read to Succeed program I originally thought of myself as just a tutor. As the program progressed I realized I was not just a tutor but a mentor and friend. I am thankful that I had the opportunity to be a part of this program. The popular quote "Everything happens for a reason" perfectly describes my experience. I originally added this class to simply fill a spot in my schedule, since I dropped a class prior and was not considered a full time student without having one more credit. My academic advisor was aware of my passion for working with adolescents and suggested this class as the perfect opportunity for me to enhance my abilities and expand my horizon with working with younger children. I was honestly hesitant at first, only having experience with teenagers and not quite sure how I would manage a younger child but after going through training I knew this program was for me. I had the pleasure of working with a very shy, seemingly misunderstood six year old named Christian who was in the first grade reading at the Orange reading level.

Christian is such a bright little boy who is unaware of his own intelligence. Initially meeting Christian, he barely smiled and mumbled his words; it was very difficult for me at first, to figure out how to make him feel comfortable with me. I often felt discouraged and sometimes hopeless when working with Christian because I so desperately wanted him to like me. Christian had a great deal of trouble with writing his last name; I tried several different methods including: tracing and writing the letters with him. After a couple of sessions I realized that Christian was not familiar with being complimented on how well he was doing and used that observation as the perfect way to connect with him. Every tutoring session I would always tell Christian how smart he was, how great of a job he was doing or how I was just happy to see him. Christian didn't smile often but as he became more familiar with each other he really started to open up and smile more. Christian never gave me a hard time in any of the activities we did, whether it a reading/ key words or writing exercises, Christian was always willing to participate. I noticed that he enjoyed drawing and always found a way to connect the activity I had planned with a picture he could color or illustrate himself.

Having the chance to work with such a special little boy like Christian really changed my view on children. I was always under the impression that children were hyper and active but working with such a shy and neglected child made me feel as if it was my responsibility to bring him happiness. I learned that not every child is blessed with stable living situations and that even at a young age a child can experience hard times. The Read to Succeed Program is an amazing way to connect and build relationships with children who are at higher risk to being exposed to unstable living environments. The short amount of time I spent with Christian really made me appreciate the love and support I received from my parents and how their parenting skills molded me into the person I am today. I often reflected their parenting skills onto Christian which I believe made him start to become more comfortable with me. I really do wish the best for Christian in his future and hope I made an unforgettable impression on his life!

Kayla
December 4, 2014
TE 494

Successful Opportunities: Read to Succeed Reflection Paper

As a graduating senior this fall, I only had thirteen credits left to fulfill. Instead of taking a simple 1-credit class, I decided it would be satisfying to do something that meant more. That is when my advisor told me about *Read to Succeed*. Once hearing about this program, I knew I had to take this opportunity. Through this program, I was able to meet and tutor amazing youth. The child I spent the most time tutoring was a 9-year-old student, Gianna. Gianna enabled me to fulfill my goal to give back by helping her, but has taught me lessons in return.

Having a driven and motivated child to work with was a great first experience with this program. Gianna is a very kind individual and needed help in reading and spelling. She was very motivated and determined, which in turn, motivated myself to tutor at my best. Although there were struggles on some days, we were able to work together and accomplish goals each day she arrived. Gianna was determined to read chapter books, but we had to work on some of the basics. Such as, vowels and consonants, in order to get to reading chapter books. We used key words and wrote short stories to work on her reading, writing and spelling. These methods seemed to be the most beneficial. Although there were times that she was absent, reviewing our key words and seeing that she was able to remember the spelling of most of them, is what meant the most. Alternating reading seemed to be beneficial as well. I began noticing changes in her comprehension. Instead of just focusing too much on the words and not understanding the story, she began to answer my comprehension questions, letting me know that she understood the material.

Through this experience I learned that sometimes some children need a little extra help and attention. Unfortunately, some schools and teachers are busy taking care of the entire class, and they may not have the extra time to spend with their students who may be struggling. Through my primary school education, I have been very privileged. Through this experience I believe the education system needs more attention and resources so that every child has the opportunity for free tutoring services and programs like *Read to Succeed*. Education needs to flourish and be supported so that schools are able to have more opportunities that focus on each students needs. It is easy for children to get discouraged if they're not learning at the same rate as their peers. If schools were able to have access to resources that provide services like *Read to Succeed*, it would give these children the opportunity to get the mentorship and help that they need to learn at their own pace.

Children need support. I hope one of the most important lessons that I was able to teach Gianna is to not give up and that it is okay to make mistakes. What Gianna in return was able to teach me is to never take where I am currently, for granted. Gianna always stayed positive when beginning new projects even if they were a bit difficult. It reminded me during my stressful semester, to always remain positive when approaching new yet difficult tasks. I feel that *Read to Succeed* is an excellent program. It exceeded my expectations. It gives to many children and their families. I never once saw a child upset or walk out at the end of each session discouraged. All of the tutors and the program coordinators uplift these children. The materials and resources provided makes for an excellent time for both the tutors and the students. *Read to Succeed* makes learning fun for these students and tutors.

My Experience at Cumberland Elementary

My experience with Read To Succeed at Cumberland elementary was very educational for both my student and myself. I was paired with a third grader who was at a very low reading level. He was a lot of fun to get to know and we had a great time reading, writing, and learning new words. This experience was very eye opening and taught me a lot about myself. Read To Succeed is a great program that I found out about through my psychology advisor. I would have loved to come back to Cumberland in the spring semester, but I am graduating in December.

My student had many needs. He struggled with writing (mostly because he did not want to do it). We used the story cubes and I found those to be very effective in creating stories. We also read a lot of books and he got to take home many interesting books that he could read very well. Reading was fun for him and he enjoyed taking home books. He also took home a chapter book that he thought he could never read, so it was cool to see his confidence build when he could read it on his own. He never gave up and that was one of his biggest strengths. Every tutoring session he would learn new key words. He eventually got up to four new words a session, which I found very impressive. By the end of tutoring we had done over 60 key words! This was such a great accomplishment and he loved counting how many he knew and playing word games with them.

This experience has taught me a lot. I am a psychology major, so entering the world of education was a big change. Training helped to prepare me for the world of tutoring. Learning to deal with children and their unique personalities has defiantly given me a confidence boost to work with children in the future. This experience has also taught me a lot about patience and taking my time until a child understands the concept fully. I have a new found appreciation for teachers and everything they do to prepare children for the next level.

The methods that I found most effective were the story cubes, LEA, and key words. Story cubes were a fun way to create a story and my student really liked to create different combinations. Language Experience Approach (LEA) was a great way to take a key word and turn it into a story. Key words are great because you can take difficult words from books and practice them. You really see a difference when they go back and read the book again. They see that word and have confidence that they know it.

Read To Succeed is a great program and I am glad that it is helping children get the extra help they need in reading and writing to excel in school. When I first signed up for the program I was nervous about what to expect and if I could actually help a student. Pat was right when she said that tutoring would be the best part of your day. It really was fun to get to know a child in Lansing and help them achieve their goals of better reading and writing.

Read to Succeed Pre-Post Test Scores

Fall 2014 - Spring 2015

Coordinator: Pat Williams
Site Supervisor: Jennifer Liu

Student's Name	Birthdate	Tutor's Name			Age year-month		Grade		Pre-test date		Post-test date		# Sessions Fall		Returning post-test date		# Sessions Spring	
		Heather	6/8/07		7-3	2	9/29	PP	PP	11/19	P	18						
1 Dallas		Heather	6/8/07		7-3	2	9/29	PP	PP	11/19	P	18						
2 Kahleel		Mimi	12/8/06		7-9	2	9/29	Alpha	Alpha	11/21	PP	19						emotional issues, very low
3 Jason		Andrew	6/9/06		8-3	2	9/29	1	1	NA	NA							DROPPED 10/8 (behavior problems)
4 Lucas		Brooke	6/30/07		7-3	2	9/29	P	P	11/19	P	18						very active
5 Amaya		Sophia	3/3/07		7-6	2	9/29	1	1	11/19	2	19						writing issues
6 Mia		Maggie	5/30/07		7-4	2	9/29	PP	PP	11/21	P	18						
7 Prince		Ksusha	9/5/07		7	2	9/24	PP	PP	NA	NA							DROPPED 10/15 (behavior issues)
8 Adam		Jake	7/30/06		8-2	2	9/24	PP	PP	NA	NA							moved 10/27/14
9 Kiejara		Hannah	1/11/07		7-8	2	9/24	P	P	11/19	2	17						
10 Lemrenzo		Javon	7/13/06		8-2	2	9/29	1	1	12/1	3	13						emotional issues
11 Anthawn		Claire	10/31/06		7-11	2	9/29	PP	PP	11/21	P	17						very active, constant motion
12 Abbas		Daoud	2/22/07		7-7	2	9/29	1	1	11/24	3	19						ELL-writing issues
13 John		Michelle	4/18/07		7-5	2	9/29	P	P	12/1	3	15						Autistic/writing issues
14 Cahil		Elizabeth	4/7/07		7-5	2	10/6	PP	PP	11/21	P	18						emotional issues
15 Miracle		Funmi	4/19/2007		7-5	2	10/6	P	P	11/21	2	15						
16 Marques		Andrew	11/13/06		7-11	2	10/13	PP	PP	11/24	P	12						very active
17 Elijah		Ksusha	5/9/05		9-5	3	10/27	2	2	1-Dec	3	10						oppositional conduct disorder
18 Marion		Jake	5/30/04		10-5	3	10/29	2	2	11/24	3	10						emotional issues/writing issues